



A Principal's Guide: Creating a Great School on the Inside, So that Students Will not Re-enter the Juvenile Justice System When They Return Home
Keys to Success

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Adapted from What I Take: The History of the Maya Angelou Academy, written by David Domenici and James Forman, Jr.




Goals for Today's Workshop



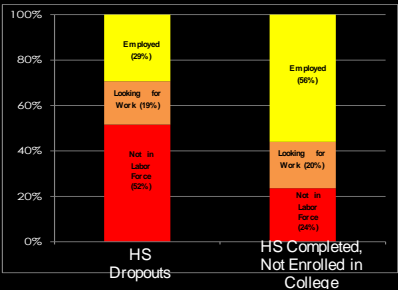
- Identify The 6 Keys to Creating High Quality Schools Inside of Youth Detention and Correctional Settings
- Provide School Leaders With an Improved Toolkit



- Fewer than 15% of all students who enter a youth detention or correctional facility will go on to graduate from high school.
- You can, and must, improve this rate by providing a robust, high quality education for students during their time in a facility.

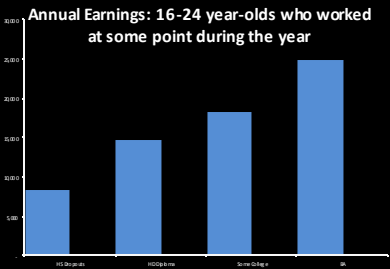


Data on Students Who Fail to Graduate or Earn a GED
52% of high school dropouts are not in the labor force and an additional 19% are looking for work.



Data on Students Who Fail to Graduate or Earn a GED

Annual Earnings: 16-24 year-olds who worked at some point during the year



The Consequences of Dropping Out of High School (A. Sam, 2005)



Example: Compliant and Conditions-Accepting Principal
vs
Disruptive and Mission-Driven Principal

Secure Care Director: "Security is imperative, so if there is a fight or disruption on the residential unit students cannot come to school for the day"

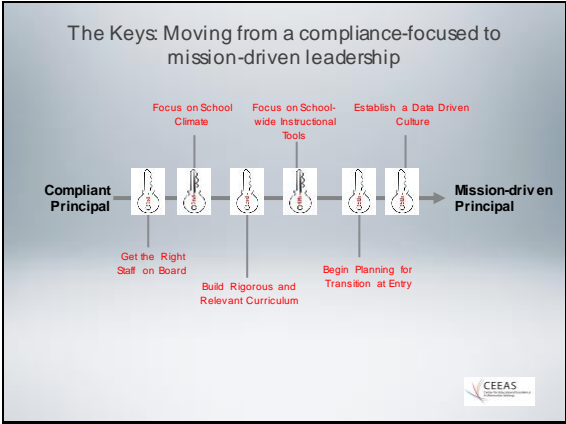
Compliant Principal:
Beliefs: These students are locked up, and troublemakers; we'll educate them when/if they come to school.

Reaction?

Mission-Driven Principal:
Beliefs: These students deserve a great education; it is critical; I want a better solution here.


Reaction?






The First Key—Get the Right People

Compliant Principal



- No good teachers really want to work here
- So long as they are 'credentialed', I'll take 'em
- They can learn 'on the job'

Mission-Driven Principal




- Hires based on mission and values
- Assesses teacher quality and readiness
- Trains, supports, and holds teachers accountable

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The Second Key—Establish a School Culture Based on Trust and Mutual Respect

Compliant Principal



- This is a 'jail' and there's no use trying to make it feel like a school
- These kids only respond to force and power
- You can't trust them (and they don't trust us, anyway)

Mission-Driven Principal




- Makes the physical environment reflect school values (no matter how old or run down)
- Has an orientation and welcome process for all new students
- Celebrates student success, individually and publicly
- Creates competitions and incentives for students to work hard and embrace school values


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The Second Key (con't)—**Establish a School Culture Based on Trust and Mutual Respect**

Mission-Driven Principal




- Exposes students to a range of career choices
- Implements PBIS-type system to support improved behavior
- Listens to and engages students in the life of the school
- Establishes proactive, positive relationship with secure care staff
- Fights vigorously to protect instructional time and push back on 'correctional' culture




The Third Key—**Develop Rigorous and Relevant Curriculum**


Compliant Principal



Mission-Driven Principal




- Text books and photocopies are good enough for these students
- The students aren't 'college material' so classes don't have to be rigorous
- Develops a curriculum that is rigorous and supports students
- Develops curriculum that is relevant (modular, short-term units that engage students and are aligned to state standards/common core)
- Offers GED programming, CTE courses, for select students
- Offers post-secondary options for youth who diplomas/GEDs




The Fourth Key—**Focus on School-Wide Instructional Tools**


Compliant Principal



Mission-Driven Principal




- Let's teachers do their own thing, even if it's not effective instructionally
- Says it's ok to teach to the middle ("It's impossible to reach all the kids in the room")
- Puts up with packets
- Develops and implement consistent classroom norms and systems (Doug Lemov's Teach Like a Champion)
- Supports and holds teachers accountable for differentiating instruction
- Supports and holds teachers accountable for individualizing instruction




The Fifth Key—*Plan and Execute Effective Transition*

Compliant Principal




- Packages up student transcripts and grades and sends them home or to receiving school, as required
- Assumes that case management/probation will keep track of students once they leave

Mission-Driven Principal




- Considers students' likely placement upon release when the student first arrives at the school
- Engages families and parents
- Ensures that students are earning the appropriate credits
- Establishes ties with key stakeholders in the community
- Ensures that school representative accompanies students and parents to school or program on the first day




The Sixth Key—*Establish a Data Driven Culture*

Compliant Principal




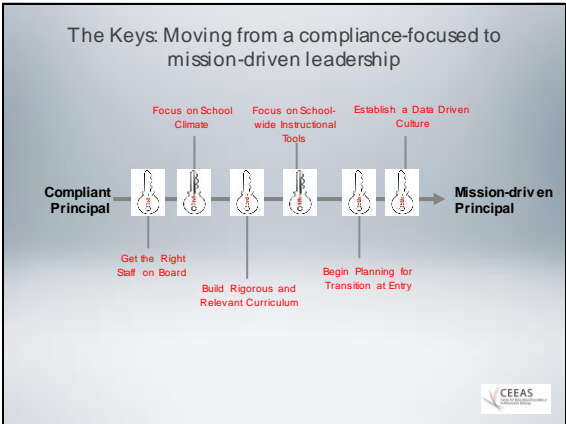
- Administers mandated state-wide tests, as required, and nothing more
- Doesn't keep track of behavioral data or instructional time data, saying it just doesn't matter
- Meets Title 1, Part D data needs, nothing more

Mission-Driven Principal



- Builds data systems that track student performance on a range of key metrics
- Reviews data on a regular basis and uses it as a tool to inform decisions
- Establishes PLC-type systems for teachers and school leadership to use to improve teaching and instruction
- Establishes systems for outside observers and key stakeholders to review the data and pose questions and offer suggestions
- Builds data systems that can track other key practices, including example, teacher recruitment, performance and retention





Questions/Ideas/Comments

Note: If you are a teacher or administrator who works in an a community-based setting and would like a presentation based on these same principles but that is aligned with the challenges of working in a community-based setting just send us an email to ddomenici@ceeas.org.



For additional information or to learn more about our work visit our website at www.ceeas.org or drop me an email at ddomenici@ceeas.org.